

# Lesson Plan Example

## PLANNING + INSTRUCTION

**Course Name:** Leadership Class

### Relevant Course Learning Outcomes:

- Analyze leadership styles as they relate to the corporate environment.

### Lesson Learning Objectives:

- Define the four leadership styles.
- Differentiate between proactive and reactive leadership styles.
- Reflect on personal leadership styles.

Introduction	Teaching Methods	Resources Required
Time required: 10 minutes	<ul style="list-style-type: none"><li>Post slides on Blackboard (2 days before class)</li><li>Remind class of upcoming assignment in two weeks</li><li>Review common questions in discussion thread on Blackboard</li><li>Share learning objectives/outcomes and agenda for today's class</li></ul> <p>Attention-grabber – Human Knot Icebreaker</p> <p>Debrief questions:</p> <p>What role did you play in the activity? What roles did you notice emerge in this activity? What did you learn about leadership roles from this activity?</p>	<p>Set up tables for group work</p> <p>PowerPoint indicating learning outcomes and agenda (followed UDL guidelines i.e. visuals, big font, limited text)</p> <p>Open space for human knot activity</p>

ACTIVATE Prior Knowledge	Teaching Methods	Resources Required
Time required: 15 minutes	<p>Leadership Styles – 4 Corners Activity</p> <ul style="list-style-type: none"><li>Chart paper is placed around the room indicating various leadership styles</li><li>Students must walk around the class and briefly write down what they know about each style</li></ul>	<p>Chart paper</p> <p>Markers</p> <p>Tape</p>

ACQUIRE New Knowledge	Teaching Methods	Resources Required
Time required: 30 minutes	<p>Mini Lecture</p> <ul style="list-style-type: none"><li>Leadership styles and roles</li><li>Importance of working in teams</li><li>Clarify difficult vocabulary with a word wall</li></ul> <p>Show “Leadership Styles 101” video</p>	<p>PowerPoint (followed UDL guidelines i.e. visuals, big font, limited text)</p> <p>AV equipment</p> <p>Video handout</p> <p>Video (with closed captioning)</p>

	<ul style="list-style-type: none"> <li>While watching the video, students complete questions about it</li> <li>Debrief video – small group discussion then large group discussion</li> </ul>	
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APPLY New Knowledge	Teaching Methods	Resources Required
Time required: 30 minutes (10 minutes to prepare and 20 minutes for debate)	<p>Debate</p> <ul style="list-style-type: none"> <li>Debate the strengths of each leadership style</li> <li>Students choose the role they play in the debate exercise</li> </ul>	Change the classroom setup to a U shape

ASSESS New Knowledge	Teaching Methods	Resources Required
Time required: 5 minutes	<p>Reflection – What leadership style am I?</p> <p>Based on the leadership styles learned in class, identify your leadership style and provide an example of a time when you showed this style in any environment.</p> <p>Students post their responses in the discussion board using words, infographs, diagrams, charts, videos, etc.</p>	PowerPoint (followed UDL guidelines i.e. visuals, big font, limited text)

Conclusions	Teaching Methods	Resources Required
Time required: 5 minutes	<ul style="list-style-type: none"> <li>Review learning objectives</li> <li>Reinforce value in Blackboard random group allocation for next assignment</li> <li>Let students know about next week's guest speaker from industry</li> </ul>	PowerPoint (followed UDL guidelines i.e. visuals, big font, limited text)

## Reflections on the Lesson

- How did that go/ How did that feel?
- What did I learn about myself, the learners, the content, the methodology, the activity?

### Content/ Materials

- Was the relevance and value of the content clear to the learners? How do I know?
- Next time, what additional prior knowledge might I activate? What resources and additional information would be helpful to provide?
- Were all my materials accessible/ were alternate formats available? (AODA compliant)
- Was the content presented in more than one way using multiple media? (verbal, text, video, podcast, etc.)
- What misconceptions or biases were present in the content and/or materials?
- Was there content/materials that presented a non-colonial perspective?
- In what ways did the content/material honour and respect the learners' cultures?

### Participation

- Did the students have enough time to complete learning activities and achieve the learning objectives of the lesson?
- Did the students feel safe to be their authentic selves to fully participate in the learning activities? Why or why not?
- Were there multiple ways for students to communicate and navigate the lesson?
- Who participated in class? Who didn't? Who spoke? Who listened? And why?
- How was "power" distributed in the learning environment?
- What strategies did I implement to encourage all learners to share their perspectives?
- How did I respond when dominant voices silenced other voices especially learners from equity-deserving groups?

### Assessment

- Did I provide learners with multiple ways of expressing what they learned?
- Did I provide informal opportunities for learners to show how their learning is progressing (formative assessment)?
- What supports did I incorporate to help learners in the process of planning and goal setting for upcoming assessments?
- In what ways did I include the learner to contribute to the assessment process?

\* This lesson is designed to be used with the 4A's of lesson planning checklist and the [Universal Design for Learning Guidelines](#).